

## 2015 ESEA DISTRICT REPORT

**District:** HERMITAGE SCHOOL DISTRICT  
**LEA:** 601000  
**Enrollment:** 405

**Superintendent:** TRACY TUCKER  
**Attendance** 95.50  
**Poverty Rate:** 80.00

**Address:** P.O. Box 38  
**Address:** HERMITAGE, AR 71647  
**Phone:** (870) 463-2246

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	233	234	99.57	222	223	99.55
Targeted Achievement Gap Group	197	198	99.49	190	191	99.48
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	39	39	100.00	38	38	100.00
Hispanic	79	79	100.00	79	79	100.00
White	115	116	99.14	105	106	99.06
Economically Disadvantaged	191	191	100.00	185	185	100.00
English Language Learners	60	60	100.00	60	60	100.00
Students with Disabilities	23	24	95.83	17	18	94.44

### STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	31	233	13.30	22.73
Targeted Achievement Gap Group	19	197	9.64	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	39	5.13	10.77
Hispanic	6	79	7.59	18.35
White	23	115	20.00	26.04
Economically Disadvantaged	19	191	9.95	17.63
English Language Learners	3	60	5.00	7.64
Students with Disabilities	0	23	0.00	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	28	222	12.61	13.95
Targeted Achievement Gap Group	16	190	8.42	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	38	2.63	5.87
Hispanic	4	79	5.06	12.10
White	23	105	21.90	17.14
Economically Disadvantaged	15	185	8.11	11.02
English Language Learners	2	60	3.33	6.23
Students with Disabilities	2	17	11.76	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	32	45	71.11	90.47	94.00
Targeted Achievement Gap Group	24	34	70.59	90.74	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	93	114	81.58	90.47	94.00
Targeted Achievement Gap Group	62	80	77.50	90.74	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	7	8	87.50	89.47	
Hispanic	7	12	58.33	86.67	
White	18	24	75.00	92.00	
Economically Disadvantaged	24	32	75.00	90.47	
English Language Learners	6	10	60.00	66.67	
Students with Disabilities	3	3	100.00	92.59	

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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 11/12/2015